|  |  |
| --- | --- |
| **LESSON TITLE: The** Watershed | **Teacher:** D. Bromfield  **Class:** V38  **Unit: Nonfiction**  **Duration: 3 periods**  **Date:** March 25, 2017 |
| **Big Idea:** The effect of the environment on watersheds  **EQ:** How does the environment affect the watershed? |
| **Standard Addressed:**  **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.  **RST.6=8.8:** Distinguish among facts, reasoned judgment based on research findings… |

PLANNING AND PREPARATION **1A** KNOWLEDGE of CONTENT ANDPEDAGOGY

|  |  |  |
| --- | --- | --- |
| **1C:** SETTING INSTRUCTIONAL OUTCOMES  **Objective:** Students will   1. Create a model of a watershed 2. Write an essay about watershed and the effects of environmental waste. | | |
| Content (**KNOW**) /SKILL **(DO**)  **1E** DESIGNING COHERENT INSTRUCTION  **CONTENT:** Watershed Pollution  **SKILL:** Create a model watershed and write a reflection. | Academic Vocabulary  **1A:** KNOWLEDGE OF CONTENT  watershed, stream, lake, wetland, river, environmental waste, protection, pollute, pollution | MATERIALS **1D**  Molding compound, straw, cups, bowls, sprinkles, glitters, small pieces of paper, jello mix, large foil pans, large straw, water in spray bottle |
| POTENTIAL MISCONCEPTIONS (M)   * Students may confuse facts with personal opinion. * Difficulty with content specific vocabulary. | | |

INSTRUCTION **1E** DESIGNING COHERENT INSTRUCTION/**3A** COMMUNICATE DIRECTIONS AND EXPECTATIONS

|  |  |  |  |
| --- | --- | --- | --- |
| Step | Activity | Teacher Actions | Student Actions |
| **1**  15 min. | **Whole Group:**  Introduction: Watershed  Students watch video | Write the word “Watershed” on the Smartboard.  Introduce video of watershed  <https://www.youtube.com/watch?v=LJ63xGJY4pM>  <https://www.youtube.com/watch?v=3ZP0B8PsuNU>  Discuss and ask questions to enhance understanding about watershed | State understanding of watershed.  After watching video review understanding of a watershed. |
| **2**  15 min | **Whole Group:**  **Listen to instruction** | Discuss and explain the creation of model Watershed  Distribute materials to create model of watershed | Collect material for watershed |
| **3**  35min | **Small Group of 4:** | <https://www.youtube.com/watch?v=adeuleuK0x0>  Show students a model of Watershed video clip | Discuss and create a model of a watershed.  Students will demonstrate the effects of pollutant on a watershed |
| **4**  35min | **Small Group**  **Presentation** | Ask questions to facilitate understanding.  Example: How does that pollutant affect a watershed? | Each group will explain what they learned based on the model. |
| **5**  **35 min.** | **Independent Work** | Review outline for reflection | Fill in a graphic organizer, and use information to write an essay about watershed and the effects of environmental pollutants. |

**GROUPING/DIFFERENTIATION**

|  |  |
| --- | --- |
| **GROUPING:** **How will students be grouped to maximize learning outcomes?**  **1B:** Know YOUR STUDENTS/**2D** MANAGE STUDENT BEHAVIOR  Mixed grouping is used to facilitate a balance as peers work together to support and encourage each other. | |
| **DOK** – LEVEL OF COMPLEXITY  **Level 2: Skills and Concepts** – Interpret,  Explain and Infer  **Level 3: Strategic Thinking/Reasoning** –  show evidence, and use reasoning that is more complex | **Universal Design for Learning** (**UDL**)  **3C** ENGAGE STUDENTS  **Principle 1: Multiple and flexible methods for students acquisition of knowledge**   * Ask students what they know * Prompt students to record what they know * Supplement prior knowledge with interactive discussion   **Principle 3: multiple and flexible options for student engagement**   * Provide continuous and specific feedback. * Vary the level of challenge on a work task as appropriate for individual students. * Allow students to practice with support. |

ASSESSMENT **3D** USING ASSESSMENT IN INSTRUCTION

|  |  |
| --- | --- |
| Formative Assessment(s)  **3D** CHECK FOR UNDERSTANDING and REVEAL MISCONCEPTIONS  Questions that connect to/explain evidence that supports response. | Questioning and Discussion  **3B** ENCOURAGE HIGHER LEVEL THINKING  **Use evidence from the lesson to support response**   * Students give responses to support end product |

|  |
| --- |
| **Homework:** Draw a picture of a watershed, and write a paragraph about it. |

**POST – LESSON**

|  |  |
| --- | --- |
| Adjustments **3E** HOW DID THE PLAN CHANGE? | REFLECTION  **4A** WHAT WILL CHANGE FOR NEXT TIME? |